

At the Doctor’s Office

CASAS Competencies:

- 3.1.1-6: Describe symptoms of illness, including identifying parts of the body; interpret doctor’s directions.
- 0.1.4-6: Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret).

Outcomes:

- Describe health problems
- Identify parts of the body
- Identify hospital vocabulary
- Interpret doctor’s directions
- Identify appropriate social language
- Make predictions

Teacher preparation and materials:

- Lesson packet pages 3 – 11.
- Bring other health-related pictures, as desired.
- Make transparencies of pages 3 – 5, as desired.
- A lesson for self-study is included on pages 12-16.

Why?

Explain to the class the purpose of the lesson. Ask questions like, “Do you ever need to go to the Doctor’s?” “Do you understand everything they say to you at the clinic?” Tell them that this lesson will help them ask questions at the clinic, hospital or doctor’s office and understand what the doctors and nurses say to them.

What?

Pre-Listening Activity:

Small Group: Arrange students into small randomly, mixed-language, or mixed-ability groups of 3 or 4. Read the directions for **Part 1** to the class. Make sure to explain the word “predictions”. Then ask the class as a whole to make a prediction about the main idea of the stories. Then give each group 5 minutes to complete **Part 2** of the activity. Have the presenter in each group share one of their group’s three predictions with the whole class until all groups have shared.

Vocabulary Building:

Small Group: Have students continue with Part 3, page 6 in small groups. Have students work together to label the pictures with the words their group already knows. Once they finish labeling the items they already know, have one learner from each group label 5 items on an overhead projected picture on the board. Each presenter must label 5 items that are different than the presenter before. The groups may fill in items they had not known as other groups label items on the board. If there are still items to be labeled once each group has had its turn, give the groups a few minutes to

try to finish labeling the items using the words at the bottom of the page. Then quickly go over the remaining items as a whole class.

Do!

Listening Activity:

Whole Class: Have the learners turn to page 7. They should remain in their groupings, but will complete the listening activity individually. Read the directions for Story 1 together. Tell them to keep in mind the predictions they made as they listen to the story. Together answer the questions. Then listen to Story 1 one more time together to check the answers.

Small Group: Now have the learners read the directions for Story 2, page 8 in their groups. Have them listen to Story 2 and answer the questions together as a group. Listen to Story 2 one more time and have students check their answers together as a class.

Individual: Now the learners are on their own. Have them read the directions for Story 3, page 9 to themselves and then after listening to the story, answer the questions quietly. Listen to Story 3 one more time and have the students check their answers together as a class.

So What?

Assessment:

Small Group: Now have students check the predictions they made with their group in the Pre-Listening Activity. Did they make correct predictions? Can they choose the correct answers now?

Individual: Hand out a Cloze Dialogue. Have learners individually complete the dialogues. You can hand out a Dialogue template for any learners who want to write their own after they complete the Cloze Dialogue.

Listening Activity Scripts

Story 1

Doctor: Good afternoon. How can I help you today?
Patient: My son doesn't feel very well.
Doctor: That's too bad. What symptoms does he have?
Patient: He has an earache and a fever.
Doctor: Sit on the table please, young man, so I can look in your ear. (*pause*)
He has an ear infection.
Patient: What do I need to do?
Doctor: You need to put drops in his ear twice a day. Here is a prescription.
Patient: Now maybe we can get some sleep again! Thank you, doctor.
Doctor: You're welcome.

Question 1: *What symptom does the patient have?*

Question 2: *What health problem does the patient have?*

Question 3: *What does the patient need to do?*

Story 2

Patient: Good afternoon, Doctor. I have a terrible toothache.
Doctor: Which tooth is bothering you?
Patient: This one on the bottom left.
Doctor: Open wide so I can look in your mouth. (*pause*) I see. You have a cavity.
Patient: What do I need to do, Doctor?
Doctor: You need a filling. I can do that today. But remember, you should brush and floss your teeth two or three times a day. Okay?
Patient: Okay, Doctor. But I can still eat candy, right?

Question 1: *What symptom does the patient have?*

Question 2: *What health problem does the patient have?*

Question 3: *What does the patient need to do?*

Listening Assessment

Patient: Doctor, please help me. My ankle hurts.
Doctor: What happened?
Patient: I twisted it when I was playing soccer.
Doctor: Let me have a look. (*pause*) It is very swollen. You need an X-ray.

(one hour later)

Doctor: I have your X-rays back.
Patient: What’s the matter with my ankle?
Doctor: It’s broken. I’m sorry. You will need to wear a cast for three months.
Patient: That’s too bad. I guess that means no more soccer this summer!

Question 1: *What symptom does the patient have?*

Question 2: *What health problem does the patient have?*

Question 3: *What does the patient need to do?*

At the Doctor's Office: Listening Level A

Part 1: Main Idea

Look at the pictures below. We will listen to a story about each picture. What do you think the main idea of the stories will be?

- A. Work problems
- B. Health problems
- C. Apartment problems
- D. School problems

Part 2: Making Predictions

Look at each picture again. Write the symptom under each picture.

swollen ankle	toothache	earache
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Now match each picture with what you think the doctor will say.



The doctor says . . .

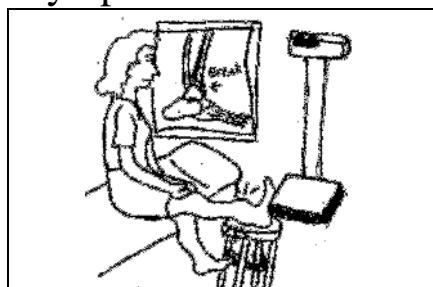
Open wide so I can see which tooth is bothering you.

Symptom:



You need an x-ray.

Symptom:



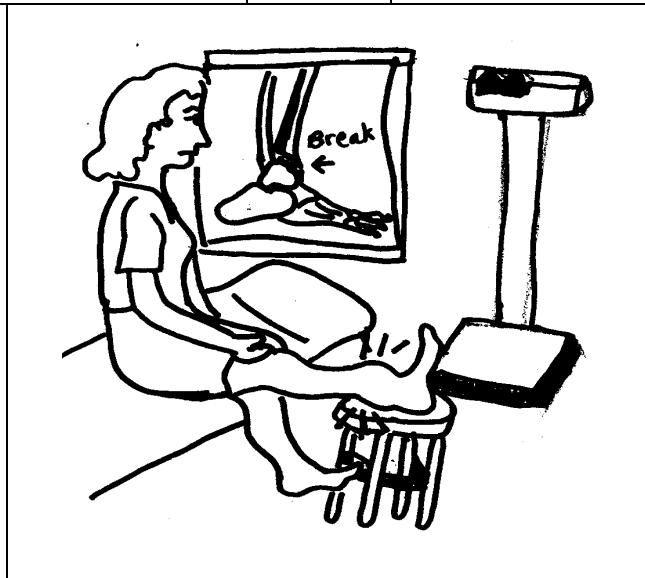
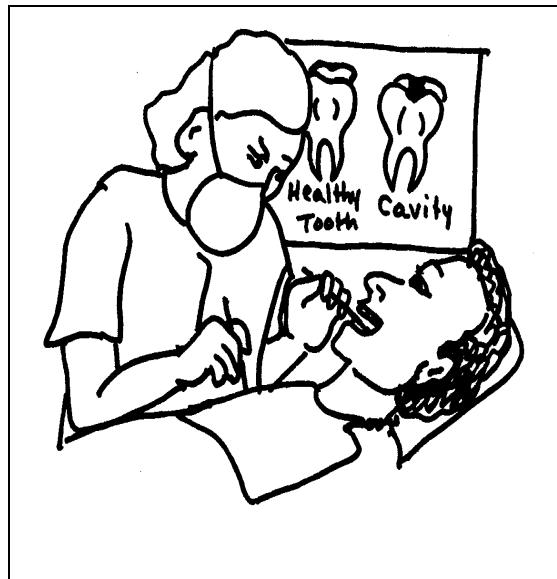
Sit on the table, please, so I can look in your ear.

Symptom:

Part 3: Vocabulary Building

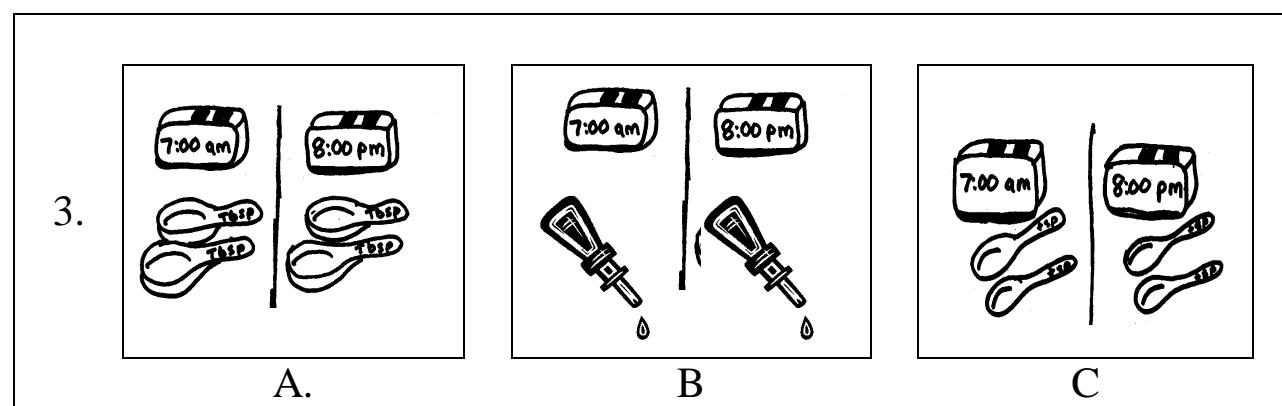
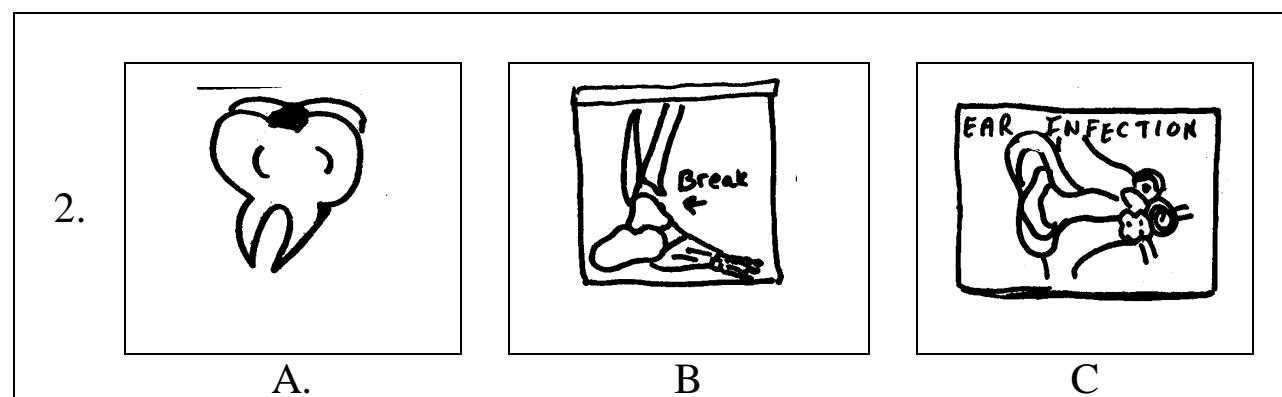
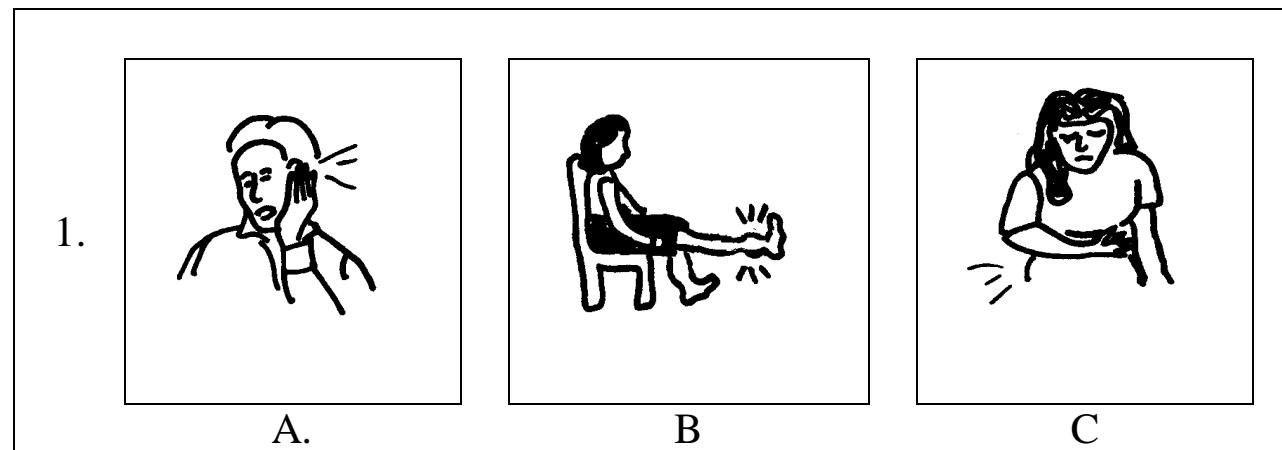
What vocabulary do you already know? In a small group, label every word you know in each picture. Use the words in the box below to help you.

eyes	nose	ear	mouth	tooth/teeth	head
stomach	back	leg	ankle	arm	wrist
swollen ankle	toothache	cavity	earache	broken ankle	ear infection
doctor	dentist	patient	table	scale	x-ray



Part 4: Listening Activity: Whole Class

Story 1: Listen to the story and the questions after the story. Choose the picture that shows the correct answer. Bubble your answer below.



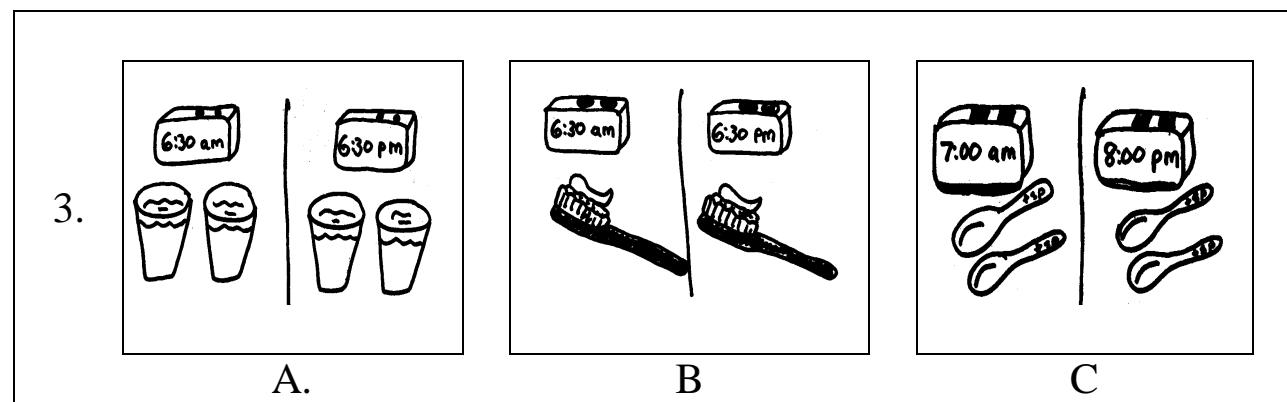
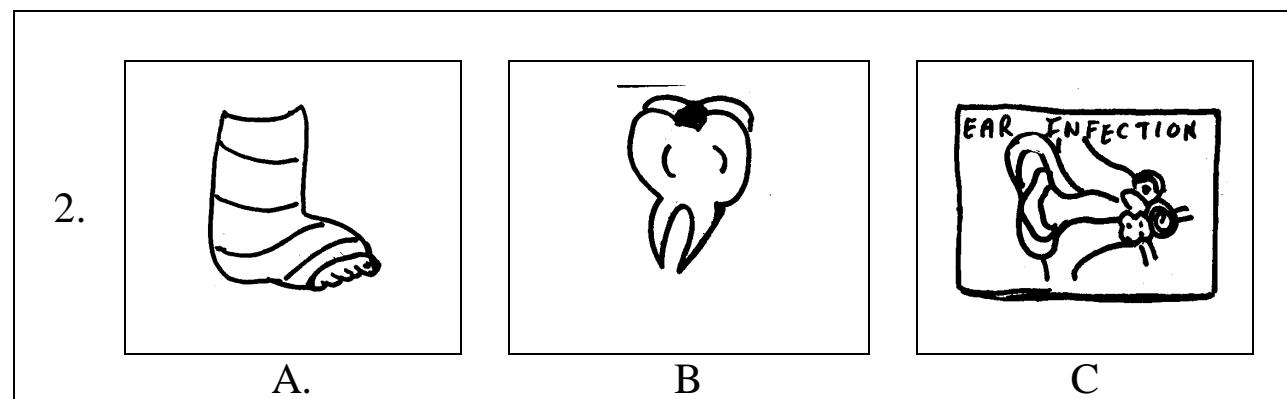
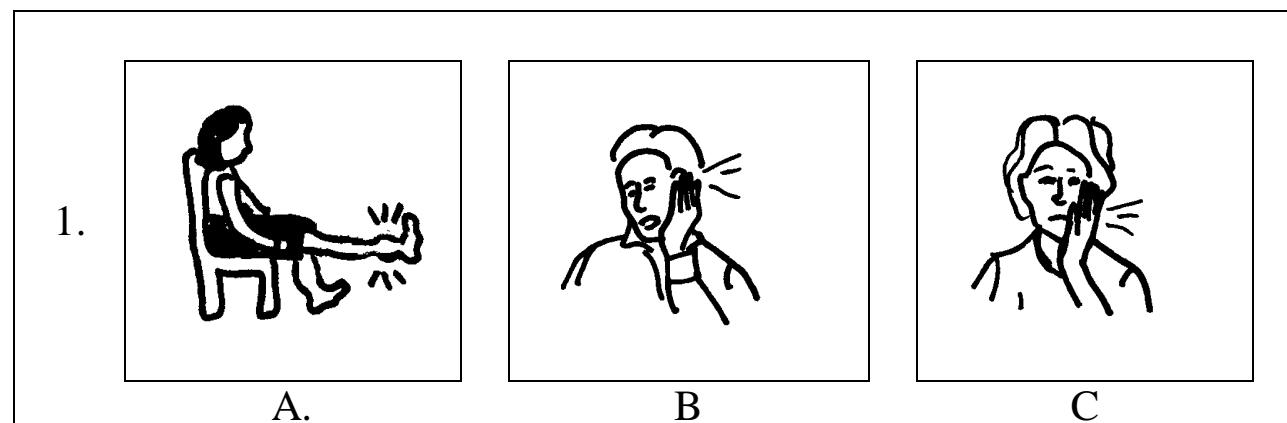
1. A B C

2. A B C

3. A B C

Part 5: Listening Activity: Small Group

Story 2: Listen to the story and the questions after the story. Choose the picture that shows the correct answer. Bubble your answer below.



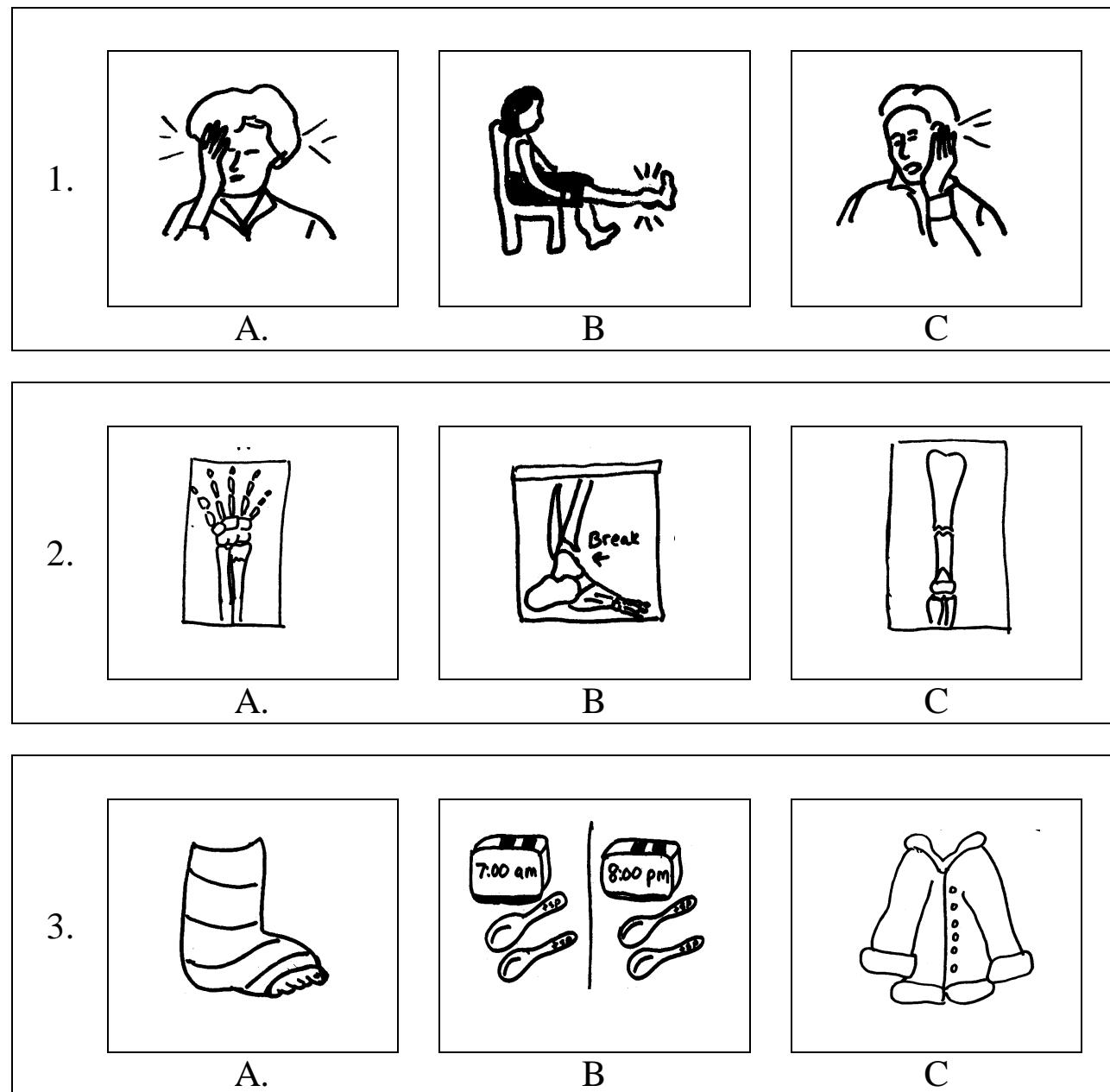
1. A B C

2. A B C

3. A B C

Listening Assessment

Listen to the story and the questions after the story. Choose the picture that shows the correct answer. Bubble your answer below.



1. A B C

2. A B C

3. A B C

Cloze Dialogue

Doctor: Good _____. How can _____ today?

Patient: My _____ doesn't feel _____.

Doctor: That's _____. What _____ does he have?

Patient: He has _____.

Doctor: Sit _____ please, so I can look at his/her
_____. _____ has a/an _____.

Patient: What do I _____ to do?

Doctor: You need to _____.

Patient: Sure. _____, doctor.

Doctor: You're _____.

Word Box (optional)

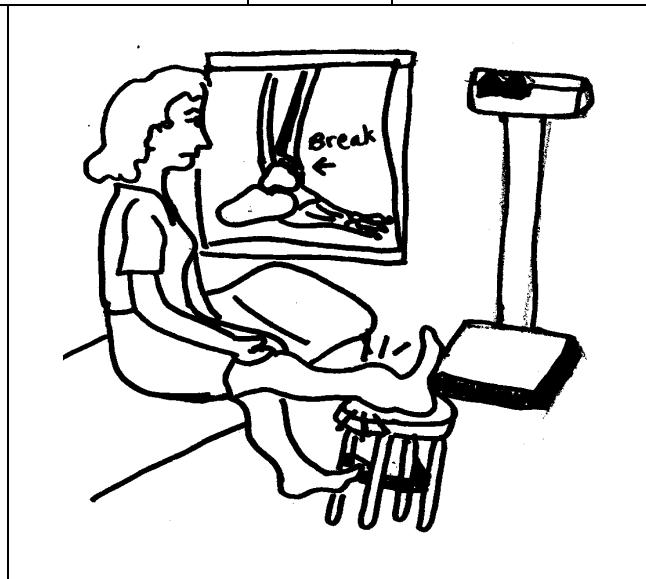
Dialogue: _____

Health: Listening Level A – Self Study Lesson

Part 1: Vocabulary

Directions: What vocabulary do you already know? Label each picture with the words from the Word Box.

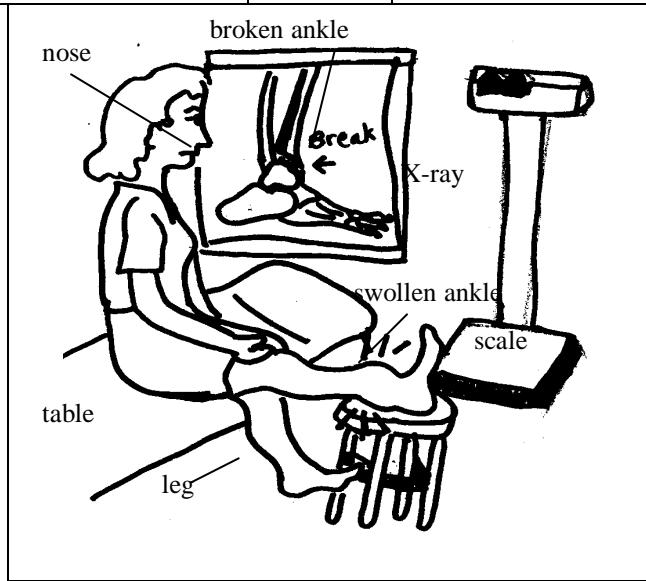
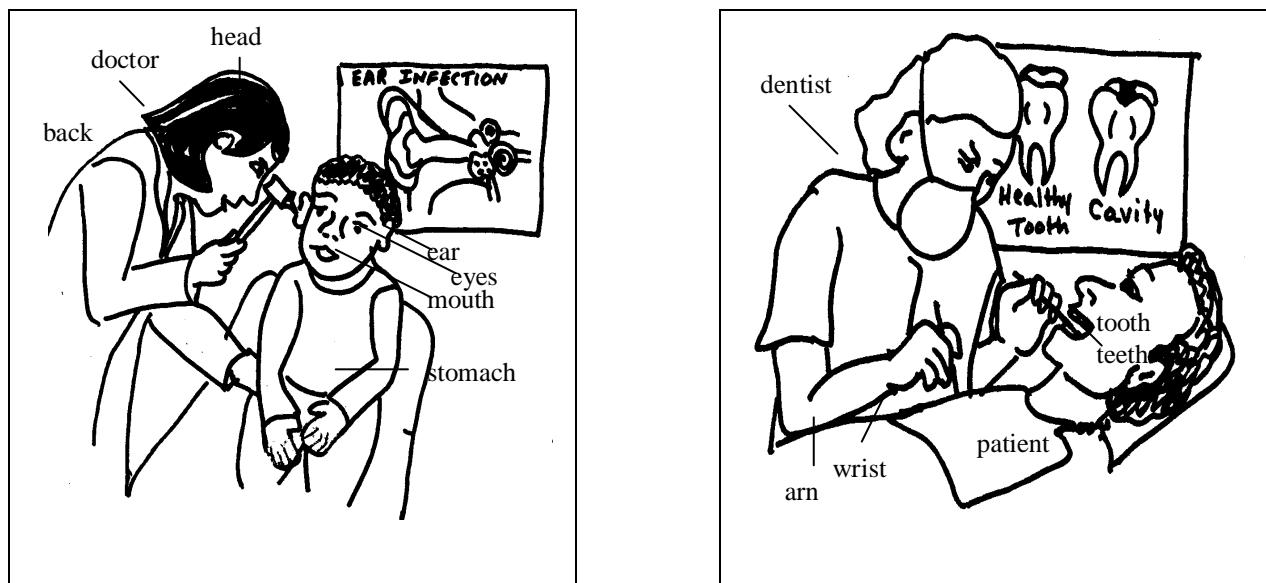
Word Box					
eyes	nose	ear	mouth	tooth/teeth	head
stomach	back	leg	ankle	arm	wrist
swollen ankle	toothache	cavity	earache	broken ankle	ear infection
doctor	dentist	patient	table	scale	x-ray



Checking your Answers - Self Study Lesson:

Directions: Check your answers on page 1 with the pictures below.

eyes	nose	ear	mouth	tooth/teeth	head
stomach	back	leg	ankle	arm	wrist
swollen ankle	toothache	cavity	earache	broken ankle	ear infection
doctor	dentist	patient	table	/ scale	x-ray



Part 2: Vocabulary Practice - Self Study Lesson

Directions: Complete the conversations below with the words from the word box:

Word Box				
fever	tooth	help	toothache	drops
brush	feel	cavity	symptoms	teeth
prescription	ear	mouth		ear infection

Story 1

Doctor: Good afternoon. How can I _____ you today?
 Patient: My son doesn't _____ very well.
 Doctor: That's too bad. What _____ does he have?
 Patient: He has an earache and a _____.
 Doctor: Sit on the table please, young man, so I can look in your _____. He has an _____ _____.
 Patient: What do I need to do?
 Doctor: You need to put _____ in his ear twice a day. Here is a _____ to take to the pharmacy.
 Patient: Now maybe we can get some sleep again! Thank you, doctor.
 Doctor: You're welcome.

Story 2

Patient: Good afternoon, Doctor. I have a terrible _____.
 Doctor: Which _____ is bothering you?
 Patient: This one on the bottom left.
 Doctor: Open wide so I can look in your _____. (pause) I see. You have a _____.
 Patient: What do I need to do, Doctor?
 Doctor: You need a filling. I can do that today. But remember, you should _____ and floss your _____ two or three times a day. Okay?
 Patient: Okay, Doctor. But I can still eat candy, right?

Checking your Answers - Self Study Lesson:

Directions: Check your answers on page 1 with the conversations below. Then answer the questions. (Answers at bottom of page.)

Story 1

Doctor: Good afternoon. How can I help you today?
Patient: My son doesn't feel very well.
Doctor: That's too bad. What symptoms does he have?
Patient: He has an earache and a fever.
Doctor: Sit on the table please, young man, so I can look in your ear. He has an ear infection.
Patient: What do I need to do?
Doctor: You need to put drops in his ear twice a day. Here is a prescription for you to take to the pharmacy.
Patient: Now maybe we can get some sleep again! Thank you, doctor.
Doctor: You're welcome.

Question 1: What symptom does the patient have? _____

Question 2: What health problem does the patient have? _____

Question 3: What does the patient need to do? _____

Story 2

Patient: Good afternoon, Doctor. I have a terrible toothache.
Doctor: Which tooth is bothering you?
Patient: This one on the bottom left.
Doctor: Open wide so I can look in your mouth. (pause) I see. You have a cavity.
Patient: What do I need to do, Doctor?
Doctor: You need a filling. I can do that today. But remember, you should brush and floss your teeth two or three times a day. Okay?
Patient: Okay, Doctor. But I can still eat candy, right?

Question 4: What symptom does the patient have? _____

Question 5: What health problem does the patient have? _____

Question 6: What does the patient need to do? _____

- | |
|---|
| 1. an earache and a fever, 2. an ear infection, 3. put drops in his ear twice a day.
4. a toothache, 5. a cavity, 6. brush and floss his teeth two or three times a day. |
|---|

Part 3: Writing - Self Study Lesson

Directions: Finish the health conversation below with your own words.

Doctor: Good _____. How can _____ today?

Patient: My _____ doesn't feel _____.

Doctor: That's _____. What _____ does he have?

Patient: He has _____.

Doctor: Sit _____ please, so I can look at his/her
_____. _____ has a/an _____.

Patient: What do I _____ to do?

Doctor: You need to _____.

Patient: Sure. _____, doctor.

Doctor: You're _____.